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ABSTRACT

Intended for those groups contemplating the establishment of any type of literacy services within a community, this resource is designed to help in the analysis of both the need for literacy services within the community and the currently available resources for meeting that need. Five steps are recommended to identify clearly both the needs and present resources in a given community. They are: (1) analyze census data, (2) survey literacy providers, (3) survey potential clients/students, (4) survey other service providers, and (5) survey business and industry. Suggestions are made for implementing each step, and instruments are provided as necessary. Appendixes include material on adult illiteracy estimates for the states and sample letters to accompany some of the questionnaires that are provided in the text of the guide. (YLB)

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LITERACY NEEDS ASSESSMENT

OR

LNA

A TOOL FOR ASSESSING THE LITERACY NEEDS OF A LOCAL COMMUNITY

To be used by groups interested in starting their own volunteer adult literacy services to assess both the need for literacy services and the available resources for fulfilling that need.

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INTRODUCTION

In this time of heightened awareness of the widespread problem of adult illiteracy and functional illiteracy, many groups throughout the country are considering responding to the need for literacy services by developing their own volunteer adult literacy programs. Help for these groups is available through such resources as the Adult Literacy Initiative (U.S. Department of Education), Coalition for Literacy, Laubach Literacy Action, Literacy Volunteers of America, and Lutheran Church Women's Volunteer Reading Aides Program.

It is the hope of this author and of Altrusa International that this Literacy Needs Assessment will serve as another resource for those groups contemplating the establishment of any type of literacy services within a community. It is designed to help them analyze both the need for literacy services within their community and the currently available resources for meeting that need. Based on this information, the group will be able to decide whether their services are needed; and, if they are needed, what type of services and when and where they should be made available.

ACKNOWLEDGMENTS

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I want to acknowledge Dr. Antonia Neubauer from Research for Better Schools in Philadelphia, Pennsylvania for her help. It was her telephone interview that was used as a basis for the development of Step 3.

Thanks also to the Pittsburg PLUS Task Force for their assistance with information used in Step 1 and Step 2.

I would like to express my appreciation to the Altrusa Clubs throughout the country which field tested this LNA. Their comments and results were especially helpful in refining the final instrument.

I am grateful to my colleagues Nora LaPointe and Gray Wiley at the Contra Costa County Library adult literacy program for their help with editing and refining the final version. I especially want to thank Steve Cisler for all his help with the computer and the printing of the final product.

LNA

(LITERACY NEEDS ASSESSMENT)

5 STEPS TO ASSESSING COMMUNITY LITERACY NEEDS

STEP 1: Analyze Census Data

STEP 2: Survey Literacy Providers (written questionnaire)

STEP 3: Survey of Potential Clients/Students (telephone interview)

STEP 4: Survey Other Service Providers (written questionnaire)

STEP 5: Survey Business and Industry (written questionnaire)

All five of these steps are recommended in order to clearly identify both the needs and the present resources in a given community. However, if time and/or expense does not allow your group to administer all five steps, then it is strongly recommended that at least the first three STEPS be accomplished before determining the need for additional literacy resources.

STEP 1: ANALYSIS OF CENSUS DATA

According to the U. S. Department of Education, certain census data is a significant indicator of literacy/illiteracy. This data is readily available to you from your local census bureau or your public library.

If your group can obtain the assistance of a local statistical analyst or college/university to aid in the statistical conversion of the census data by zip code, this will enable you to have a more precise analysis of your data. These experts can analyze the census tract data for your community based on information from the U.S. Department of Education report "Adult Illiteracy Estimates for States" found as Appendix A at the end of this Literacy Needs Assessment. As each indicator of literacy/illiteracy is statistically converted, a scale of numerical equivalency can be developed. The indicators can then be cross-matched and a final rating determined which will rank each census tract (by zip code) from highest to lowest need.

If your group does not have the assistance of an analyst readily available, the following census data should be examined. The U.S. Department of Education has indicated in the above mentioned report that this information can be an indicator of low levels of literacy within a community.

1. Number of people with completed education level of
   a. 0 - 4
   b. 5 - 8
   c. 9 - 11 *
2. Number of people of foreign birth.
3. Recency of immigration for non-natives.
4. Number of people 60 years and older.
5. Number of adults 18+ who do <u>not</u> speak English well.
6. Number of Black adults.
7. Number who live below the poverty level.

The information which you find in the census data will be a start, but it may be less than accurate. It is taken only every 10 years and drastic changes can occur in a community over that span of time. Additionally, many illiterates are not even included in the census.

**This data, however, can be misleading, as often even high school graduates do <u>not</u> have a literacy level commensurate with their educational level.*

STEP 2: SURVEY OF LITERACY PROVIDERS

The following questionnaire been developed for use with adult literacy providers within your community. The collection of this information should help you establish a broad view of present resources as well as an idea of the areas of weakness or limitations within these resources. If you need help in finding the providers, call the CONTACT number at 800-228-8813 for a list of providers in your area. See Appendix B for a sample letter which could be used to accompany this survey.

It is recommended that the questionnaire be completed by the following:

1. Adult schools

2. Continuation schools (high schools that specialize in employed and special needs young adults)

3. Community colleges

4. Adult vocational programs

5. Community-based literacy programs

6. Library or other volunteer literacy programs

7. Anyone answering yes to question #8 on the STEP 4: SURVEY OF OTHER SERVICE PROVIDERS questionnaire.

LITERACY SERVICES SURVEY

Name of Agency _____

Agency Address_____

_____Zip _____

Agency Phone #_____

Person Completing Survey_____

Title_____

1. What type of literacy services do you offer?

   ____Basic Literacy only _____ABE & ESL ____Other
   ____ABE (Adult Basic Ed) only _____Basic Math
   ____ESL (English as Second Language) only

2. Approximately how many adult literacy clients do you service?

   _____at any given time _____per year _____info not available

3. Roughly what % of your adult clients are

   _____male _____female

4. Please rank in numerical order, from 1-5, the age groups most frequently served by your agency. (1 = most frequent)

   _____16-19 years _____46-59 years
   _____20-35 years _____60 years and older
   _____36-45 years _____information not available

5. How many clients in the following racial groups have you served during the past 12 months?

   _____White _____Native Americans
   _____Black _____Other, please specify_____
   _____Hispanic _____information not available
   _____Asian/Pacific Islander

6. When are your adult literacy or ESL services available?

Day of week	Times
_____Monday - Friday	_____
_____Saturday	_____
_____Sunday	_____
_____determined by client/teacher	

7. Are there any charges for participation in your program or for the materials you use?
_____yes _____no

If yes, what is your fee structure for services or materials ?_____

8. Is there an elgibility criteria (unemployment status, AFDC, JTPA, residency, age, etc.) for your adult literacy services? ____yes _____no

If yes, please explain _____

9. Is there a waiting list of clients to receive your adult literacy services? _____yes _____no

If yes, what is the average wait? ____days ____weeks _____months

10. Please check those adult literacy skills taught and the level of competency a client can attain:

SKILLS	COMPETENCY			
	0-4 grade	5-6 grade	7-9grade	10-12 grade
Reading	( )	( )	( )	( )
Writing	( )	( )	( )	( )
Speaking/Listening	( )	( )	( )	( )
Mathematics	( )	( )	( )	( )
Everyday living skills	( )	( )	( )	( )

What tests or criteria do you use to determine this?
_____

11. Please indicate how you provide adult literacy instruction:

_____one-to-one tutoring _____large group/class instruction
_____small group average #_____
average #_____ _____computer- assisted instruction

12. Which of the following might potential clients perceive as barriers to participation in your adult literacy program?

_____time/day services offered
_____fees or material costs
_____other eligibility requirements
_____location of services
_____instructional level
_____degree of individual attention
_____lack of awareness of service
_____stigma of illiteracy
_____child care
_____transportation
_____privacy issue
_____other, please specify_____

13. In what zip code areas or community neighborhoods do most of your clients reside?_____

14. What percent of your students/clients leave your program without completing it? _____How do you define completion?_____

15. What would you estimate is the most common reason students leave without completing? (You may check more that one, but please put an asterik (*) before the most common one.)

_____moved
_____child care problems
_____transportation
_____lack of motivation
_____personal problems
_____illness/health
_____skills too low
_____got a job
_____program did not meet needs
_____student sent to/released from institution
_____lack of success in program
_____needed more individualized help
_____unknown

16. Which of the following would help you to do a better job of providing the literacy services which you now offer:

_____resources
_____staff
_____equipment
_____other. Please specify_____
_____volunteers
_____recruitment
_____materials

17. Please list the name, address and phone number of other individuals organizations that provide adult literacy services locally.

NAME ADDRESS PHONE #

_____
_____
_____
_____

Thank you for helping us by completing this survey.

STEP 3: SURVEY OF POTENTIAL CLIENTS

Upon completion of STEP 1, you have a general understanding of those zip codes in your community where, according to the census data, the greatest need for literacy services exists. The objective of STEP 3 is to select at random (every 100th phone number, for instance) a sample of adults living in these areas to be interviewed by phone. This is the most time consuming of all the STEPS, but can provide the most important information as it comes from the potential literacy clients themselves.
It should be noted that if there is an extensive Hispanic or other foreign language group in the community, the interviewer should be bilingual.

As an alternative to the phone interview, you might ask to visit students in existing programs to inprove your understanding of the problem. They could be asked many of the same questions contained in the telephone survey.

Another option is to conduct a door to door survey in the communities identified in previous steps as having the greatest need. This is very time consuming but is more likely to yield broader cooperation.

STEP 3: TELEPHONE INTERVIEW

Respondent Zip Code:_____ Phone #_____

Date of Interview_____ Interviewer_____

Hello, I'm _____ with the __(your group name here)__. . We are conducting a survey of adults over 18 who live in this community. I need to speak to someone in your household who is 18 or over.

Hello, I'm _____with the _____,, We are conducting a survey of adults over 18 who live in your community. We are collecting information about their reading and writing experiences and skills. The information obtained from this study will be used by my group and local educators to plan better adult education programs for our community.

All of the information which I will collect from you will be confidential. Would you be willing to take just a few minutes to answer some questions to help us with our survey?

1. What is the highest grade of schooling which you completed?_____
   In the U.S.?_____ Other?_____

2. Are you currently enrolled in school or taking any classes?
   _____yes _____no (skip to Question 6)

3. Are you a full time or part time student?_____full _____part

4. How do you rate your educational experience?
   _____good _____fair _____poor

5. What type of classes are you taking?
   _____job improvement _____job training
   _____adult basic skills _____GED or high school equivalency
   _____college _____other, please explain_____
   _____

6. Were you born in the United States? _____yes _____no

7. What languages were spoken in your home when you were growing up? _____
   (if English is the only language, skip to Question 13)

8. What language do you usually speak now?_____

With regard to English, how well do you -----?

	Very well	well	not well	not at all	NA
9. understand when spoken to ?					
10. speak it?					
11. read it?					
12. write it?					

13. If you are not presently in school or taking classes, would you like to take classes someday? _____yes (go Question 14)
_____no (go to Question 16)

14. What types of classes would interest you most?

_____Reading	_____College
_____Writing	_____Computers
_____Math	_____Present job improvement
_____GED	_____New job training

15. What kind of class would you prefer? _____large class
_____small group _____one-on-one instruction

16. Why are you not taking classes now?

_____no time	_____bad location of classes
_____wrong times	_____fear of failure
_____expensive	_____childcare problems
_____don't need	_____transportation problems
_____don't know about classes	
_____other Please explain_____	

17. Are you employed? _____no Continue to Question 18
_____yes Skip to Question 19

18. Would you like a job? _____ Skip to Question 23

19. What kind of work do you do?_____

20. Are your reading skills good enough for the job you have?_____

21. Are your writing skills good enough for the job you have?_____

22. Would you like a different or better job?_____

23. Are your reading and writing skills good enough for the job you'd like to have?_____

24. What is your race?

_____White
_____Black
_____Asian
_____Hispanic
_____Other
_____NA or Don't know

25. What is your sex? _____male _____female

26. What is your age?_____

27. What is your zip code?_____

Thank you so much for helping with this survey. Are there any questions that you would like to ask me?

STEP 4: SURVEY OF OTHER SERVICE PROVIDERS

The following questionnaire has been developed for use with providers of social and personal services in your community. The collection of this information should give you the providers' view of the literacy needs in your community, as well as a general sense of the known resources for meeting these needs.

First contact the service provider by phone. Identify yourself, the name of your group, and a brief outline of your purpose in asking for their cooperation (see Appendix B for similar information in letter form). Tell them that you will be sending a short questionnaire (deliver it personally if possible). Ask if they provide any literacy/ESL services for their clients. If their answer is yes, also send a Literacy Service Providers Questionnaire to be completed.

It is suggested that this questionnaire be completed by the following:

1. Social Services Department
2. Public Health Services Department, especially those divisions dealing with care to the elderly, in-home care, and any special services to immigrants/refugees.
3. Doctors' and dentists' offices, clinics, hospital emergency rooms
4. Organizations providing assistance to refugees/immigrants
5. Planned Parenthood or Family Planning Services
6. Head Start, preschools and daycare providers
7. Employment Development Department, especially those divisions dealing with unemployed and disabled workers.
8. Drug and Alcohol Rehabilitation Programs
9. Mental Health Services/Battered Women's Shelters/Halfway Houses
10. Probation and Parole/ Inmate Services (if your community haslocal, state, or federal correctional institutions)
11. Churches and church agencies such as Goodwill Industries, Salvation Army or Saint Vincent de Paul Society that often work with low income families.
12. Department of Motor Vehicles

SERVICE PROVIDERS QUESTIONNAIRE

Please fill in to the best of your ability. Answer with estimate of percentages if you do not know exact numbers. Answer DO NOT KNOW if you do not have an estimate at all.

Name of Agency_____

Agency Address_____

_____Zip_____

Agency Phone #_____

Person Completing Survey_____

Title_____

1. How many different clients do you serve each year? _____

2. How many of these clients do not speak English well?_____

3. Of your total clientele, how many have difficulty filling out required forms?_____

4. How many clients cannot fill out forms at all (*ie*, ask you to fill out; ask to take them home; bring along spouse or someone else to fill out)?_____

5. According to your information, how many of these clients are presently receiving some form of literacy instruction? _____

6. In your opinion, how many of your clients who need literacy services would be interested in receiving literacy instruction if it were made readily available?_____

7. Which of the following are the most likely barriers to literacy services that affect <u>your</u> average client? (please rank in order with 1=most often)

_____child care	_____cost of classes
_____transportation	_____fear of failure
_____location of classes	_____lack of awareness about classes
_____times of classes	_____lack of interest
_____other, Please explain_____	

8. Do you make referrals to your clients for literacy services?_____
If yes, please list those places where you refer clients.

_____

_____

Thank you for helping us by filling out this questionnaire.

STEP 5: SURVEY OF BUSINESS AND INDUSTRY

The following questionnaire has been developed for use in determining the literacy needs of the community as viewed by local employers. Your Chamber of Commerce can be of help here by giving you lists of businesses and industries in your area with the types of jobs which they offer. See Appendix C for a sample letter which could accompany this survey. However, a personal phone call and hand delivered survey will yield the best response.

Although literacy needs at some level are present in almost every type of business, the following are suggestions of businesses or groups you might approach for information from this questionnaire:

1. Factories which employ many unskilled or semi-skilled workers.
2. Fast food restaurants
3. Sheltered workshops
4. Employers of large numbers of farm workers
5. Warehouses or docking areas
6. Unions or blue-collar member organizations
7. Hospitals, hotels, schools and others who employ large janitorial, housekeeping and food service staff.

Please note that it is especially important to be cautious when approaching many of these sources. You do not want to imply that their employees or members are illiterate, but want to impress upon administrators and management that illiteracy exists in all businesses and vocations and that you are simply attempting to get a clearer picture of the needs in your community. Functional illiterates can be found even in top level white-collar management positions of large and small companies.

BUSINESS AND INDUSTRY QUESTIONNAIRE

Please fill in to the best of your ability. Answer with percentages if you do not know exact numbers. Answer DO NOT KNOW if you do not have an estimate at all.

Name of Agency_____

Agency Address_____

_____Zip_____

Agency Phone #_____

Person Completing Survey_____

Title_____

1. How many different adults 16 and over do you have in your employ or in your membership each year? _____

2. How many of these employees/members do not speak English well?____

3. Do you require a written test for employment/membership/promotion?

   _____yes If yes, continue to question #4.

   _____no If no, proceed to question # 7.

4. How many potential members/employees have obvious literacy difficulties with this written test the first time they take it?_____

5. How many potential members/employees must take this test a second time?_____ third time?_____

6. If you find that an employee needs help with basic skills, do you refer him to a service provider in the community? If so, what is the name(s)?_____

7. How many of your employees/members have difficulty filling out forms or reading company/group literature?_____

8. In your opinion, if literacy instruction were free and easily available, would your employees/members be interested?

_____yes. If yes, proceed to question #10.

_____no If no, continue to question # 9.

9. Which of the following might your employees/members perceive as barriers to participation in adult literacy programs?

_____time/day services offered
_____fees or material costs
_____location of services
_____transportation
_____lack of awareness of service
_____stigma of illiteracy
_____child care
_____other, please specify_____
_____

10. Does or did your business/group provide literacy services of any kind?_____
If yes, please describe_____
_____

11. Do you believe that your employees/members could benefit from literacy classes?
_____yes _____no If no, why not ?_____
_____

12. Do you believe that adequate literacy services are available in our community?_____

13. Would you be supportive of an employee who admitted a need for literacy services? _____yes _____no If no, why not?_____
_____

14. If you could provide literacy services on your premises with little or no cost to you as an employer or group, would you be interested in learning more about how to set up such a service?_____yes _____no

If yes, under what circumstances would you be willing to provide in-house literacy services?_____
_____
_____

If no, why would you <u>not</u> be interested in an in-house literacy service?
_____
_____

Thank you for helping us by filling out this questionnaire.

APPENDIX

APPENDIX A

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE DEPUTY UNDER SECRETARY FOR PLANNING,
BUDGET AND EVALUATION

400 MARYLAND AVE., S.W. WASHINGTON, D.C. 20202

Adult Illiteracy Estimates for States

Introduction. The adult illiteracy rates for the 50 states and the District of Columbia were estimated through an application of findings from the 1982 English Language Proficiency Survey (ELPS) to 1980 Census data on the composition of each State's adult population. In what follows, the methods and findings involved in producing these estimates are described and assessed.

About the test. Using the Measure of Adult English Proficiency (MAEP), ELPS tested a national sample of 3,400 adults. The written portion of MAEP consists of 26 questions which test the individual's ability to identify key words and phrases and match these with one of four fixed-choice alternatives.

Scoring and choice of literacy cutoff. Based on an analysis of the number of questions answered correctly out of 26, a literacy cutoff of 20 was selected as providing the best discrimination between high and low risk groups. Specifically, among native English speakers, less than 1 percent of those completing some college scored below 20, in contrast to a failure rate of more than 50 percent for those with fewer than 6 years of school.

Test refusers. Of the 4,200 adults in the sample, 81 percent completed the test. For those who declined to take the test, scores were estimated based on their membership or non-membership in risk groups.

Identification of high-risk groups. A requirement of our method was that risk factors be directly represented in the 1980 Census data for States. Subject to this restriction, six factors were found to be strongly correlated with performance on the written test: age, nativity, recency of immigration for non-natives, race, poverty status, amount of schooling, and reported English speaking ability (of persons who use a non-English language at home).

Statistical methods. The six factors described above were represented in a multiple regression equation by twelve specific parameters. For example, coefficients were separately estimated for four categories of educational attainment: four years or less, 5 to 8, 9 to 11, and exactly 12 (with 1 or more years of college being the omitted category). Literacy, the dependent variable, was treated as a dichotomy: scores of 19 or less (illiterate) versus 20 or more. Coefficients were then applied to 1980 Census data on the relative size of the twelve risk groups to obtain a summary estimate of the proportion of each State's adult population that could be expected to be illiterate.

Factors which could cause the true illiteracy rate to be different

* The cutoff score of 20 could, by some standards, be too low. A higher minimum score would generate larger estimates. These estimates are conservative.

* The States' adult population could be more (or less) disadvantaged than the U.S. average in respects that contribute to illiteracy but are not represented by the 12 categories of our equation.

* If adults literate in a non-English language were excluded, our estimates would be lower. We measured only literacy in English.

* Net migration differentials (in and out of State) may have changed the relative size of high-risk groups since 1980.

* Adult education programs may have achieved appreciable increases in literacy among some high-risk groups since 1980.

Assessment. these estimates are superior to any other estimates we know of in the following respects:

* Direct testing. Many estimates of illiteracy have relied on impressionistic evidence or inferences from a single variable such as years of school completed.

* Coverage and uniform methods. Superior estimates may be found for segments of the U.S. adult population, but we know of none that cover adults of all ages and are based on the application of uniform methods to all States.

* Reliability. For purposes of estimating the relative size of the populations at risk, and of ranking States on this characteristic, our estimates are extremely reliable because the State ranks are largely determined by differences in the composition of the adult population as reflected in the 1980 Census. Our analysis of the 1982 ELPS data contributed two things to these State estimates: the identification of risk factors and estimates of the relative magnitude of these risk factors. The latter estimates are not highly reliable, but they account for only 8 percent of the variance in the State rankings. Ranks based exclusively on the unweighted 1980 Census data correlate .96 with ranks based on our ELPS model. The two sets of ranks are displayed on pages 88 and 90-91.

* Relevance for literacy programs. Traditionally, illiteracy was seen as largely a problem among older people living in rural areas. Thus, with urbanization and rising levels of educational attainment, many believed the problem would take care of itself. The 1982 ELPS data show, however, that illiteracy is now predominately a problem in our center cities, and that among native English speaking adults in their twenties and thirties, it is ten times more prevalent that one would estimate using the traditional criterion of completion of fewer than six years of school.

For more information contact Rob Barnes (202/472-5191) or Greg Henschel (202/245-8638).

Illiteracy Rate Estimates

	Rate	Rank
United States	13	
ALABAMA	13	31
ALASKA	7	2
ARIZONA	12	25
ARKANSAS	15	40
CALIFORNIA	14	33
COLORADO	8	4
CONNECTICUT	12	25
DELAWARE	11	17
DIST. OF COLUMBIA	16	47
FLORIDA	15	40
GEORGIA	14	33
HAWAII	15	40
IDAHO	8	4
ILLINOIS	14	33
INDIANA	11	17
IOWA	10	14
KANSAS	9	9
KENTUCKY	15	40
LOUISIANA	16	47
MAINE	11	17
MARYLAND	12	25
MASSACHUSETTS	11	17
MICHIGAN	11	17
MINNESOTA	9	9
MISSISSIPPI	16	47
MISSOURI	12	25
MONTANA	8	4
NEBRASKA	9	9
NEVADA	9	9
NEW HAMPSHIRE	9	9
NEW JERSEY	14	33
NEW MEXICO	14	33
NEW YORK	16	47
NORTH CAROLINA	14	33
NORTH DAKOTA	12	25
OHIO	11	17
OKLAHOMA	11	17
OREGON	8	4
PENNSYLVANIA	12	25
RHODE ISLAND	15	40
SOUTH CAROLINA	15	40
SOUTH DAKOTA	11	17
TENNESSEE	15	40
TEXAS	16	47
UTAH	6	1
VERMONT	10	14
VIRGINIA	13	31
WASHINGTON	8	4
WEST VIRGINIA	14	33
WISCONSIN	10	14
WYOMING	7	2

Notes:

1. Rates apply to the adult population age 20 and over. All rates have been rounded to the nearest whole percent.

2. Calculation of rates. A State's rate is calculated as the sum of the probabilities of illiteracy (the "model-estimated" coefficients shown on page 4) times the percent of the State's adult population in the corresponding risk group minus 3.4 (the intercept of our regression model).

3. Relative contribution of risk groups to the estimated illiteracy rates. Based on the size of each of the twelve risk groups, as weighted by the corresponding model-estimated coefficient, it is possible to show the relative contribution of the six factors: education (risk groups 1-4), immigration status (groups 5 and 6), language (groups 7-9), race (group 10), age (group 11) and poverty status (group 12). The results of this analysis are displayed for each State and the U.S. in the table on page 5.

4. Ranks are interpretable as literacy ranks--i.e., the inverse or illiteracy. In the case of ties (eg: five States have estimated illiteracy rates of 8 percent), all States in the group of ties are given the highest rank available. Since three States have rates lower than 8 percent, this means the five States tied at 8 are all given rank 4 (rather than the average rank of 6) and the next rank available, for a State having a rate of 9 percent will be 9. (since a total of 8 States have rates below 9 percent).

Table of Coefficients

Parameters (risk groups)	Model-estimated Coefficients	Census Comparison Coefficients
1. Persons age 25+ with 0-4 years of school	.385	1
2. Persons age 25+ with 5-8 years of school	.351	1
3. Persons age 25+ with 9-11 years of school	.174	1
4. Persons age 25+ with 12 years of school	.073	0
5. Immigrants age 20+ who came in last 10 years	.186	1
6. Immigrants age 20+ living here 10+ years	.086	1
7. Persons age 18+ whose primary language is not English who speak English less than "well"	.521	1
8. Persons age 18+ whose primary language is not English who speak English "well"	.203	1
9. Persons age 18+ whose primary language is not English who speak English "very well"	.018	0
10. Black persons age 20+	.088	1
11. Persons age 60+	.050	1
12. Persons age 22+ living below the poverty level	.038	1

Notes

1. These parameters define adulthood at various age cut-off levels. This is because the Census reports use various brackets when breaking down age, and so uniform information was not available. Since the regression equation used percentages of adult population, and not absolute numbers, it is still workable to make comparisons. The error incurred is judged to be insignificant.

2. The model-estimated coefficients are tied to an intercept value of -3.4. Omitted category = native English speakers with one or more years of college, ages 20-59 and not black or in poverty.

STATE	Immigration Status	*Language	Race=Black	Years of School	Poverty Status	Born Before 1929?
United States	6	11	6	71	2	5
Alabama	1	1	12	78	4	5
Alaska	6	15	3	78	3	2
Arizona	6	18	1	67	3	5
Arkansas	1	1	7	83	3	5
California	13	24	3	54	2	4
Colorado	5	11	2	73	3	5
Connecticut	8	14	3	69	1	5
Delaware	3	5	9	76	2	5
District of Columbia	5	5	29	54	3	4
Florida	8	14	5	64	2	6
Georgia	1	2	12	79	3	4
Hawaii	12	27	1	55	2	3
Idaho	3	7	8	88	3	6
Illinois	5	12	7	69	2	4
Indiana	2	3	4	83	2	5
Iowa	2	3	1	86	3	7
Kansas	2	4	3	81	3	7
Kentucky	1	1	3	88	3	4
Louisiana	2	7	12	74	3	3
Maine	4	8	8	79	3	6
Maryland	5	5	12	72	2	4
Massachusetts	8	13	2	69	2	6
Michigan	4	6	7	76	2	5
Minnesota	3	5	1	83	2	6
Mississippi	1	1	14	77	4	4
Missouri	2	2	5	83	3	6
Montana	3	4	8	83	3	6
Nebraska	2	4	2	82	3	7
Nevada	8	12	3	71	2	5
New Hampshire	5	8	8	79	2	6
New Jersey	8	16	5	64	2	5
New Mexico	3	26	1	63	3	4
New York	18	18	6	68	2	4
North Carolina	1	1	18	81	3	4
North Dakota	2	6	8	84	3	5
Ohio	3	4	6	88	2	5
Oklahoma	2	4	4	82	3	6
Oregon	5	6	1	78	3	7
Pennsylvania	3	6	4	79	2	6
Rhode Island	6	15	1	71	2	5
South Carolina	1	1	13	79	3	4
South Dakota	1	5	8	84	4	5
Tennessee	1	1	7	84	3	4
Texas	5	19	5	63	2	3
Utah	6	9	1	76	3	5
Vermont	4	5	8	82	3	6
Virginia	3	2	9	79	2	4

STATE	Immigration Status	*Language	Race= Black	Years of School	Poverty Status	Born Before 1929?
Washington	7	8	2	74	3	6
West Virginia	1	1	2	89	3	5
Wisconsin	3	5	2	83	2	6
Wyoming	3	6	1	82	3	5

*English speaking ability of persons who use a non-English language at home.

STATE	Rank	Sum %'s
United States		
Alabama	44	94.57
Alaska	1	45.49
Arizona	22	71.77
Arkansas	43	94.59
California	37	85.49
Colorado	4	53.17
Connecticut	27	75.29
Delaware	26	74.87
District of Columbia	51	148.85
Florida	46	98.52
Georgia	45	97.31
Hawaii	32	79.85
Idaho	6	56.15
Illinois	35	84.78
Indiana	17	66.71
Iowa	10	58.57
Kansas	13	68.86
Kentucky	36	85.24
Louisiana	49	183.82
Maine	20	58.45
Maryland	33	82.53
Massachusetts	24	72.42
Michigan	25	74.37
Minnesota	7	56.44
Mississippi	58	112.52
Missouri	29	77.13
Montana	5	55.80
Nebraska	11	59.45
Nevada	14	61.89
New Hampshire	12	68.18
New Jersey	39	38.82
New Mexico	31	78.95
New York	47	180.38
North Carolina	42	94.44
North Dakota	18	66.92
Ohio	21	71.25
Oklahoma	23	71.88
Oregon	9	57.29
Pennsylvania	28	76.88
Rhode Island	38	86.42
South Carolina	48	182.64
South Dakota	19	53.34
Tennessee	40	89.21
Texas	41	98.71
Utah	3	47.16
Vermont	16	62.45
Virginia	34	82.75
Washington	8	57.17
West Virginia	38	78.92
Wisconsin	15	61.21
Wyoming	2	45.67

STATE RANKINGS ON LITERACY BASED ON CENSUS COMPARISON COEFFICIENTS

Note: For ten risk groups (see Table of Coefficients), these coefficients are set-equal to 1. Thus, the criterion statistic for ranking purposes is defineable as the sum of the percentages for all ten risk groups.

APPENDIX B

Sample letter to accompany STEP 2: SURVEY OF LITERACY PROVIDERS

Dear Literacy Provider:

I am part of a group in our community called _____.
We are a _____(short description of your group and what you do)_____.

We are interested in finding out more about the literacy services which are available to adults in our community. Since national statistics indicate that 1 in 5 of all adults are functionally illiterate, we are concerned about the impact which this might have in our own community.

We would appreciate it if you would take the time to fill out the enclosed questionnaire. This will help us to determine something about the literacy needs in our community as well as the present resources for service. It is our intention to establish a volunteer literacy program if our survey of the community indicates that there is a need for such a program. We would also be interested in supporting your efforts if you feel that there are areas in which we could help.

Thank you in advance for your cooperation. If you have any questions, please feel free to call me at #_____ any day (insert times available at this number).

Sincerely,

(include your address)

APPENDIX C

Sample letter to accompany STEP 2: SURVEY OF BUSINESS AND INDUSTRY

Dear ____(Personnel Director):

I am part of a group in our community called _____.
We are a ____(short description of your group and what you do)_____.

Since national statistics indicate that 1 in 5 of all adults are functionally illiterate, we are concerned about the impact which this might have in our community. We are interested in exploring the extent of the problem here in order that we might determine the adult literacy needs in our community and whether or not there are adequate resources for filling these needs.

It would be very helpful to us if you would complete the enclosed questionnaire and return it to me at the address below. If the results of these surveys indicate that there are literacy needs in our community which are not currently being met, my group would be interested in establishing its own volunteer literacy program or helping the present literacy providers in other ways.

Thank you in advance for your cooperation. If you have any questions, please feel free to call me at #_____.

Sincerely,

(include your address)